

Children, Environment and Leisure Policy Scrutiny Committee

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Title:	School Performance Report for 2017
Report of:	Ian Heggs Director of Education
Cabinet Member Portfolio	Children's Services
Wards Involved:	All
Policy Context:	
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Executive Summary

The purpose of the report is to provide members of the committee with an opportunity to examine the overall Westminster school Key Stage, GCSE, A level and Ofsted outcomes this year, and to review the Education service priorities that have been identified for supporting school performance. All data is final.

Key Matters for the Committee's Consideration

The committee are requested to note and comment on:

- The performance of groups across Westminster schools (Looked After Children, Special Educational needs, Children and young people in receipt of the pupil premium, Children with English as an additional language and Ethnic minority groups)
- The overall Westminster school performance outcomes across the primary and secondary school phases
- The Local Authority Service priorities that have been identified for supporting school performance

Background

SCHOOL PERFORMANCE REPORT 2017

Summary

- 1.1 This year new measures were introduced in secondary schools. In primary schools this was the second year of assessments on the new more challenging curriculum.
- 1.2 The headlines on the performance of Westminster schools are:
- The outcomes for our looked after children this year were very good overall;
 - Gaps in outcomes for children and young people with Special Educational Needs and in receipt of the pupil premium remain smaller than the national gaps;
 - There continues to have been a very good improvement in the percentage of children in the reception year assessed as being at a good level of development;
 - Overall performance at all Key Stages in schools in Westminster continues to be above national averages, and high in relation to other London boroughs;
 - In the primary Key Stage 1 teacher assessments, the percentage of primary children achieving as expected in reading, writing and mathematics remains above national;
 - In the primary Key Stage 2 tests, Westminster's performance is above the national average and considerably higher than in 2016;
 - At Key Stage 4, Westminster has maintained the previous high position for GCSE performance;
 - The borough was ranked 3rd highest nationally and also top in London for the Progress 8 measure of the progress that pupils make from key Stage 2 to GCSE in our schools;
 - The proportion of schools judged to be good or outstanding has over the year continued to improve.

Looked after children

- 2.1 As part of the corporate parenting role, the school outcomes and progress of looked after children are carefully monitored. Given the particular significant challenges faced by looked after children, including the high incidence of SEN and complex needs, and placement instability, the Virtual School and carers work closely with schools to support their progress and achievements. In reviewing performance, numbers in each cohort are very small and this tends to cause wide variations in results from year to year.
- 2.2 Historically Westminster looked after children have achieved much better outcomes than looked after children nationally. This reflects the effective strategies put in place by professionals, including the Virtual School; these include consistent and robust identification of needs through effective Personal Education Planning, and targeted support using Pupil Premium funding.
- 2.3 At Key Stage 2 there were four eligible pupils in the cohort. One pupil (25%) achieved the expected standard in reading, and two (50%) achieved the expected standard in mathematics.
- 2.4 At GCSE level, there were sixteen eligible pupils in the cohort. Three pupils achieved five GCSE grades A*-C including English and mathematics (19%) and

eight achieved 5+ Grades A*-G (50%). All pupils achieved at least one graded result.

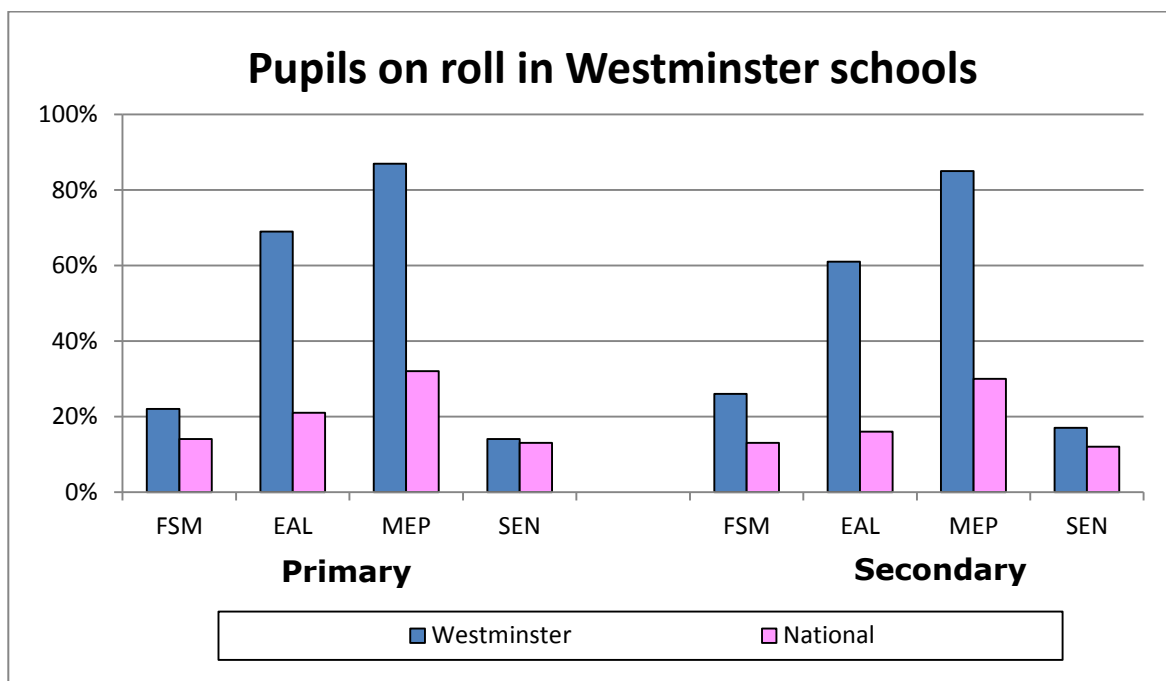
Children with Special Educational Needs and Disabilities (SEND)

- 3.1 The percentage of children with special educational needs and disabilities (SEND) in Westminster primary schools is above national averages, and well above in Westminster secondaries. Through school actions and statutory assessments, additional support is focused on this group to help progress and to narrow the gap in achievement with their peers.
- 3.2 Gap data on school outcomes for children with SEN show that at both primary and secondary level the difference between the achievements of children with SEN and their peers is less than the national average. At Key Stage 2, 33% of children with SEN achieved the expected in reading, writing and mathematics compared with the national average of 19%. While the gap nationally between SEN and non-SEN was 43% in Westminster, it was 52% nationally. At GCSE, 24% of children and young people with SEN achieved Grades 9-5 in English and mathematics in Westminster compared to 13% nationally. The GCSE gap for this indicator in Westminster was 39% compared with the 35% national gap.

Pupils in receipt of Free School meals, with English as an additional Language (EAL) and from an Ethnic Minority

- 4.1 Along with children looked after, entitlement to free school meals is used as the main measure of social disadvantage by the Department for Education. In Westminster primary schools in 2017 the percentage of pupils entitled to a free meal (22%) was considerably above the national average (14%). At secondary schools the percentage of pupils entitled to a free meal (26%) was again well above the national average (13%). All schools receive additional pupil premium funding to support the progress of pupils entitled to free school meals, and are expected to target this funding towards supporting the progress of this group and to publish their pupil premium spending on their websites.
- 4.2 A key performance indicator is the gap between pupils entitled to free school meals and their peers. For Westminster this gap is considerably less than the national percentage for both primary (Key Stage 2) and secondary (GCSE). At Key Stage 2 60% of pupil premium pupils achieved the expected standard in reading, writing and mathematics compared with the national average of 48%. While the gap between pupil premium and non-pupil premium pupils was 18% in Westminster, it was 20% nationally. At GCSE, 47% of pupil premium pupils achieved Grades 9-5 in English and mathematics in Westminster compared to 25% nationally. The GCSE gap for this indicator in Westminster was 18% compared with the 25% national gap.
- 4.3 In primary schools in Westminster, the percentage of pupils speaking English as an additional language (69%) was over three times the national average of 21% and 87% of pupils were from an ethnic minority (compared with 32% nationally). In secondary schools the percentage of students speaking English as an additional language (61%) was nearly four times the national average of 16%. Additionally, 85% of pupils were from an ethnic minority (compared with 30% nationally).

- 4.4 The achievement of pupils who speak English as an additional language (EAL) and those who speak English as a first or only language (non EAL) in primary schools is strong with 69% achieving expected or above in reading, writing and mathematics compared with 65% of their non-EAL peers. Given that three-quarters of EAL speakers arrive in primary school with little or no fluency in English this is an excellent achievement. Overall attainment for this group at primary level was above the national average for EAL pupils of 61%.
- 4.5 At GCSE, again, Westminster EAL pupils (55%) performed well above EAL pupils nationally (44%).
- 4.6 At both Key Stages 2 and 4 all main ethnic groups performed above, or broadly in line with, the national percentage for that group in terms of achieving as expected in reading, writing and mathematics (Key Stage 2) and in achieving Grades 9-5 in English and mathematics (Key Stage 4).
- 4.7 Percentage of pupils entitled to a free school meal (FSM), pupils for whom English is an additional language (EAL), minority ethnic pupils (MEP) and pupils with a special educational need (SEN) in Westminster, compared with nationally:



4.8 Gap analysis – Performance of groups compared with peers and nationally:

Key Stage 2 - Percentage expected or above in reading, writing and mathematics	Pupil Premium	Non Pupil Premium	<i>premium gap</i>	Special need	No need	<i>Special need gap</i>	EAL	non EAL	<i>EAL gap</i>
Westminster 2017	60%	78%	-18%	33%	76%	-43%	69%	65%	4%
National 2017	48%	68%	-20%	19%	71%	-52%	61%	62%	-1%

Key Stage 4 - 9-5 in English and mathematics	Pupil Premium	Non Pupil Premium	<i>premium gap</i>	Special need	No need	<i>Special need gap</i>	EAL	non EAL	<i>EAL gap</i>
Westminster 2017	47%	65%	-18%	24%	63%	-39%	55%	56%	-1%
National 2017	25%	50%	-25%	13%	48%	-35%	44%	43%	1%

Overall School Performance

Primary Schools

Foundation Stage

- 5.1 The percentage of the Reception cohort with a 'good level of development' was 71% in Westminster; this was the same as the national figure and represented a two percentage point increase compared with 2016.

Key Stage 1 and Key Stage 2 changes

- 5.2 In 2014, the primary curriculum was fundamentally reformed; expectations were raised, and the 2017 assessments were the second which assessed the new, more challenging, curriculum. Key Stage achievement is measured on performance categories for KS1 and KS2 teacher assessments (which allow analysis of those working at the expected standard, and those working at greater depth), and by scaled scores in KS2 tests (scores are standardised to a national average of 100, based on marks awarded).

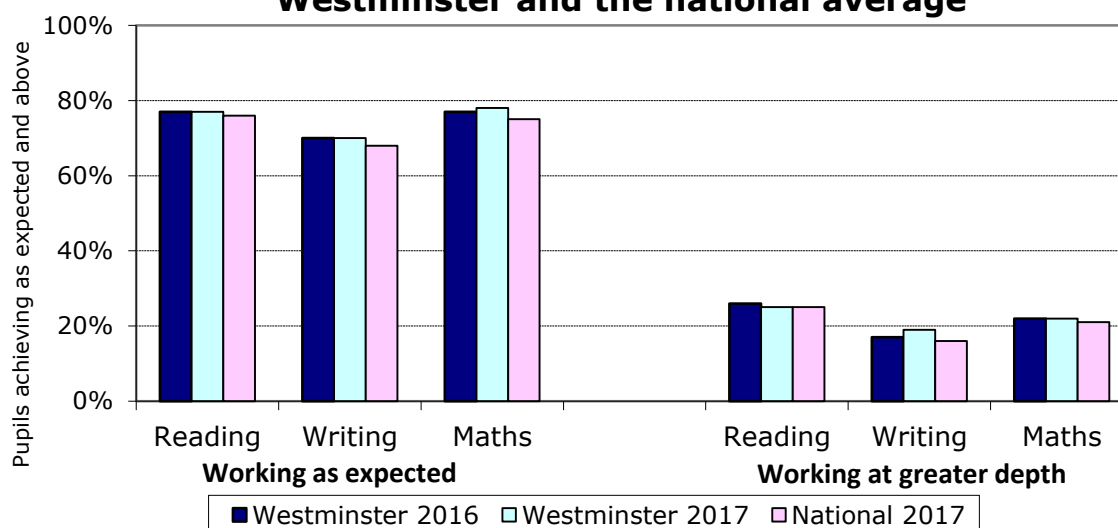
Key Stage 1

- 5.4 The percentages of pupils working as expected at Key Stage 1 were higher in 2017 than in 2016 in **mathematics** (78%, up from 77%), although **writing** remained at 70%, and **reading** remained at 77%. However, reading, writing and mathematics were above nationally (76%, 68% and 75% respectively in 2017).
- 5.5 The percentages of pupils working at greater depth at Key Stage 1 had improved in **writing** (19%, up from 17%), although **mathematics** remained at 22%, and **reading** had declined from 26% to 25%. However, writing and mathematics were above nationally (16% and 21% respectively in 2017).

Key Stage 1 Teacher assessments

	Westminster			NATIONAL		
	reading	writing	maths	reading	writing	maths
Working as expected 2017	77%	70%	78%	76%	68%	75%
Working as expected 2016	77%	70%	77%	74%	65%	73%
Working at greater depth 2017	25%	19%	22%	25%	16%	21%
Working at greater depth 2016	26%	17%	22%	24%	13%	18%

Key Stage 1 - 2017 Westminster and the national average



Key Stage 2

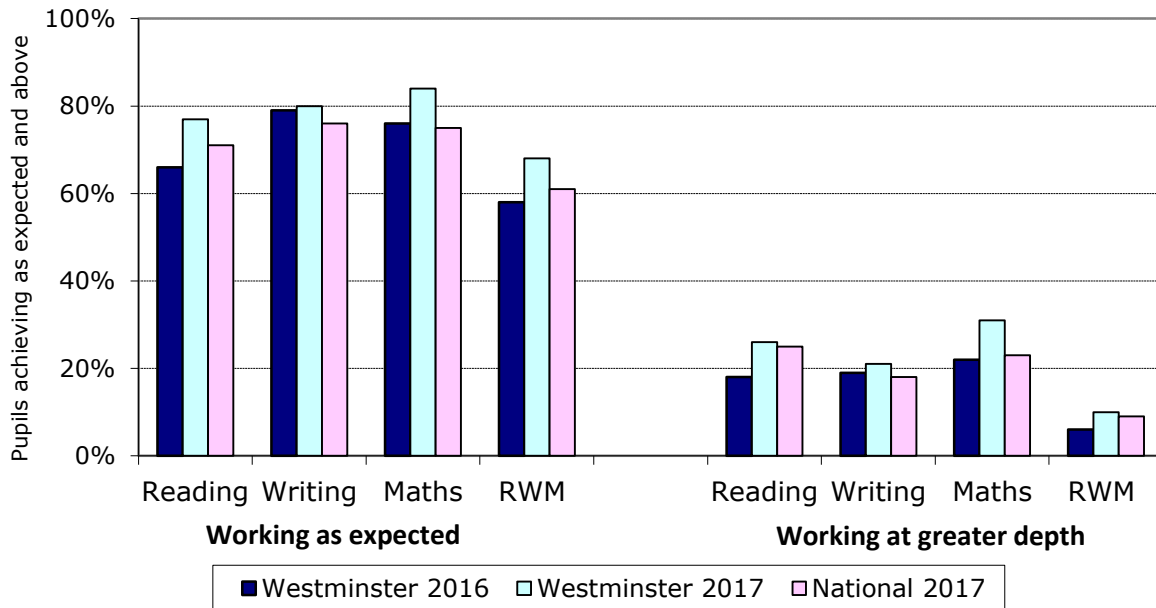
5.3 The percentage of pupils working as expected at Key Stage 2 had improved in **reading, writing and mathematics overall** (68% in 2017, up from 58% in 2016 which is a significant improvement) and was also above nationally (61%, up from 53%). The percentages had also improved in **reading** (77%, up from 66%), in **writing** (80%, up from 79%) and in **mathematics** (84%, up from 76%); all were also above nationally.

5.4 The percentage of pupils working at greater depth at Key Stage 2 had also improved in **reading, writing and mathematics overall** (10% in 2017, up from 6% in 2016) and was also above nationally (9%, up from 5%). The percentages had also improved in **reading** (26%, up from 18%), in **writing** (21%, up from 19%) and in **mathematics** (31%, up from 22%); all were also above nationally.

Key Stage 2 Tests (reading and mathematics) and teacher assessments (writing)

	Westminster				NATIONAL			
	reading	writing	maths	RWM	reading	writing	maths	RWM
Working as expected 2017	77%	80%	84%	68%	71%	76%	75%	61%
Working as expected 2016	66%	79%	76%	58%	66%	74%	70%	53%
Working at greater depth 2017	26%	21%	31%	10%	25%	18%	23%	9%
Working at greater depth 2016	18%	19%	22%	6%	19%	15%	17%	5%

Key Stage 2 - 2017 Westminster and the national average



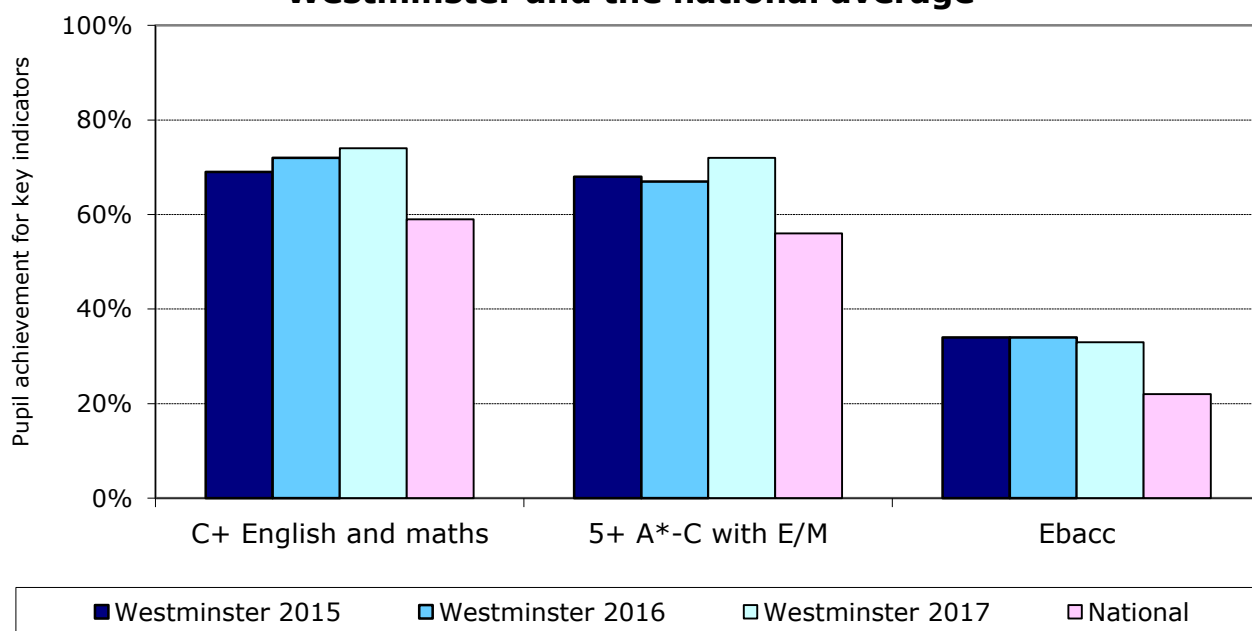
GCSE

- 6.1 Further reforms were introduced this year to the GCSE grading system with grades 9-1 replacing A*-G for English and mathematics. Points 9-4 (4 and above) are deemed equivalent to A*-C (a 'standard' pass) but points 5-9 are a new measure termed a 'strong' pass by the DfE and have no historic equivalencies.
- 6.2 The percentage achieving **9-4 (A*-C) in English and mathematics** was 75%, compared with 72% in 2016, which was above the national average (59%). 55% achieved **9-5 in English and mathematics**, compared with 40% nationally.
- 6.3 For the **English Baccalaureate** (a measure based on a combination of English, mathematics, science, a language and a humanities subject) 34% of students achieved this standard in 2017, compared with 34% in 2016; this was also considerably above the national average (22%). 30% achieved a strong pass, compared with 20% nationally.
- 6.4 The borough also performed well in terms of the deleted indicator, **5 GCSEs at Grades A*-C including English and mathematics**, at 72% provisionally, up from 67% in 2016 (56% nationally).
- 6.5 **Attainment 8** (a score based on points for eight main subjects) is also provisionally above the national average (52.6, compared with 44.6) and **Progress 8** (a score standardised to a national average of zero, based on the GCSE points that would be expected, given prior attainment at KS2) was 0.47, which was considerably above nationally.
- 6.6 In the DfE national release for GCSE results for 2017, the borough was ranked 3rd highest nationally for progress, and in the top 20 boroughs nationally for all key indicators. The borough was also top in London for progress.

GCSE Indicators

	Westminster			NATIONAL		
	2015	2016	2017	2015	2016	2017
Grade C+ EM	69%	72%	75%	56%	59%	59%
5+ A*-C with EM	68%	67%	72%	54%	54%	56%
EBacc	34%	34%	34%	23%	23%	22%

Key Stage 4 - 2017 Westminster and the national average



A Level

- 6.4 For A Levels, the percentage of papers awarded a Grade A*-B was 58% in 2017 (which was above the 2017 national average of 53%), and those achieving the highest grades (Grade A*-A) was 28% (also above the national average of 26%).

A Levels

	Westminster	NATIONAL
	2017	2017
A*	9%	8%
A*-A	28%	26%
A*-B	58%	53%
A*-C	82%	77%
A*-D	94%	92%
A*-E	99%	98%

Not in Education, Employment or Training

6.6 The proportion of young people who were NEET aged 16-17 was 1.1%; this was below the London (2.1%) and national (3.2%) averages. This reflects a 0.1 percentage point drop in NEET in Westminster measured against the same time last year.

6.7 Almost all school leavers now progress to a positive destination; they are very unlikely to be NEET at the end of Year 11 or to become NEET during Year 12. The tracking of destinations has improved for Year 11 leavers and destinations are recorded for over 99% of the cohort.

NEET (at end of academic year, July 2017)

	Westminster		London		National	
	2017	2016	2017	2016	2017	2016
16-17 NEET	1.1	1.2	2.1	2.3	3.2	3.4
Age 16	0.7	1.3	1.7	1.9	2.7	2.9
Age 17	1.5	1.1	2.4	2.7	3.6	4.0

Participation at age 16

6.8 In July 2017 participation rates for Westminster school leavers (97.8%) were above the London (95.3%) and national (93.6%) averages. The majority of school leavers (95.6%) fulfilled their duty to participate through full-time education or training within a school sixth form, sixth form college or further education. The proportion starting an apprenticeship (2.2%) is below the London and national average.

NEET (at end of academic year, July 2017)

	Westminster	London	National
FTE or Training	95.6%	92.3%	87.8%
Apprenticeship	2.2%	2.6%	5.1%
Employment with regulated qualification(s)	0.1%	0.2%	0.5%
Working towards participation		0.1%	0.3%
Total	97.8%	95.3%	93.6%

Ofsted Inspection Outcomes

7.1 Westminster has continued to improve the proportion of schools rated outstanding or good by Ofsted inspectors. Currently at 97% this is well above the most recent national average of 89%. The tables below show the current picture.

Ofsted inspection outcomes – by school phase

	No of schools	Outstanding	Good	Requires Improvement	Inadequate	% Good or better
Nursery	4	2	2			100%
Primary	41	11	29		1	98%
Secondary	11	8	2		1	91%
PRU	1		1			100%
Special	3		3			100%
Total	60	21	37	0	2	97%
		35%	62%	0%	3%	

Ofsted inspections outcomes – overall good/outstanding against national

Ofsted Categories	National 2016/17	Westminster 2016/17
Outstanding/Good	89%	97 % (60 schools)
Outstanding	21%	35% (21)
Good	68%	62% (37)
Requiring Improvement	9%	0% (0)
Inadequate	2%	3% (2)

7.2 Translated into numbers of pupils in the borough, 93% (20,782 out of a cohort of 22,443) of children and young people in Westminster now attend a good or outstanding school. This compares with a percentage of 87% of children and young people attending good or outstanding schools nationally.

School Performance: Education Service Priorities 2017-18

- 8.1 The service priorities for maintaining high school standards in Westminster are:
- To continue to build upon improvements in Key Stage 2 outcomes in 2018 by targeting schools for support who performed less well in 2017, and by providing training and support to improve progress in writing and ensure greater accuracy and consistency in the application of teacher assessment judgements, in particular in writing, against the new standards.
 - To improve performance outcomes at the higher standard (Greater Depth) at the end of both Key Stage 1 and Key Stage 2.
 - To support and advise Secondary schools on their raising achievement plans, including the provision of a best practice workshop and the continuation of the education excellence grant in 2018.
 - To support secondary schools by strengthening 14-19 pathways and advice, in order to further improve outcomes and participation.
 - To continue to target local adviser interventions and support to schools at risk of requiring improvement in order to maintain and enhance high levels of good and outstanding education provision.

- To introduce a 'Vision of Excellence' programme that supports and challenges headteachers to develop world class provision in Westminster schools and increase the number of schools likely to achieve Ofsted 'Outstanding' judgements.
- To continue the drive to improve outcomes for looked after children through supporting the work of the Virtual School.
- To enhance the quality and consistency of support for SEN priorities across schools by establishing a partnership group for joint working with Westminster Headteachers.
- To continue to develop a high quality, sustainable school improvement traded service to schools.
- To work with schools to strengthen school to school best practice networks and partnerships, and to make sure all schools can access learning from the best practice in high performing local schools and the offer from the teaching school alliances (including the St Marylebone Teaching School Alliance)
- To continue to support schools with their teacher recruitment and retention strategies to make sure that they are able to recruit the best teachers and leaders for our schools.

If you have any queries about this Report or wish to inspect any of the Background Papers please contact Report Author